

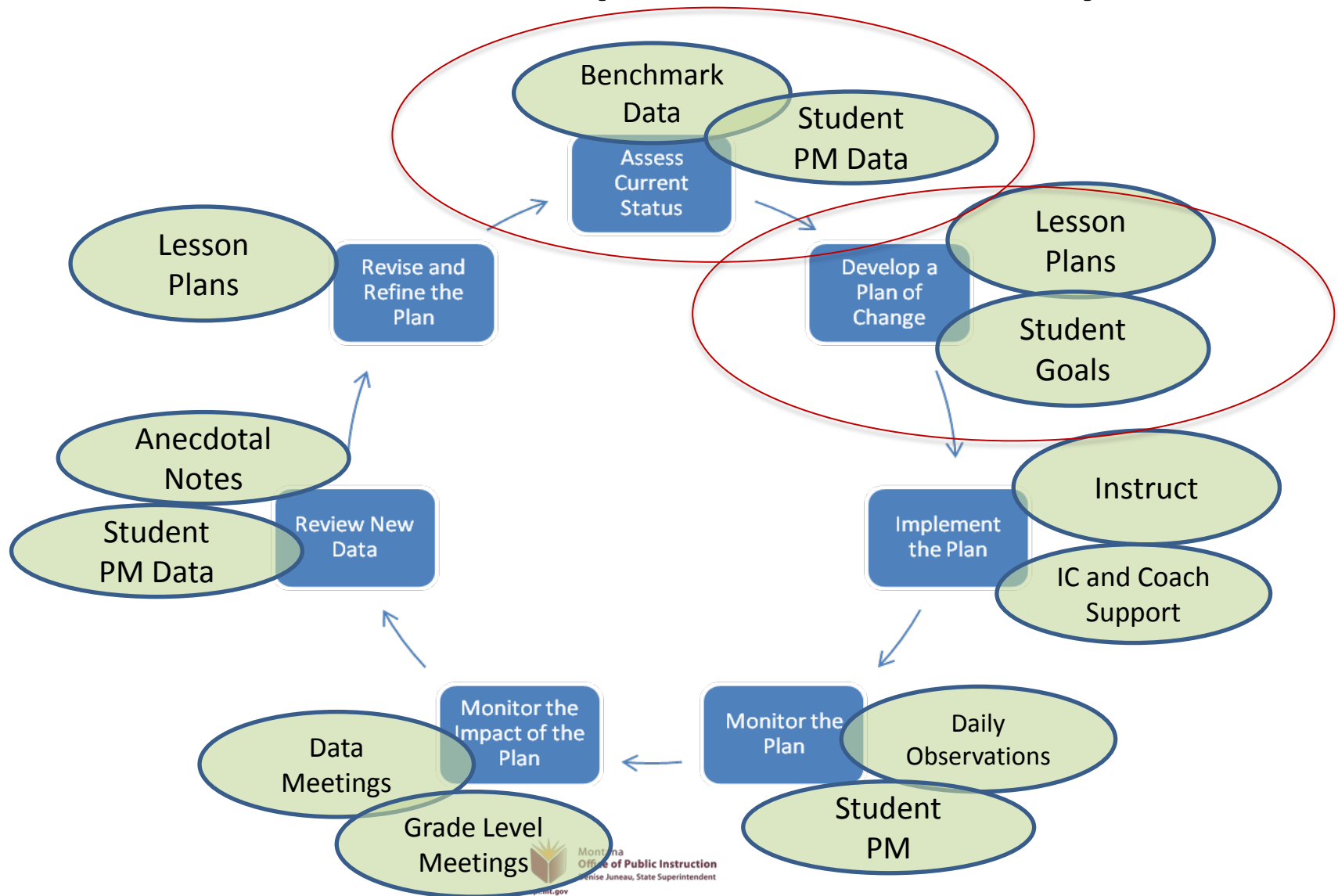
# Elementary Student Level Data Analysis

February 27 and 28, 2013

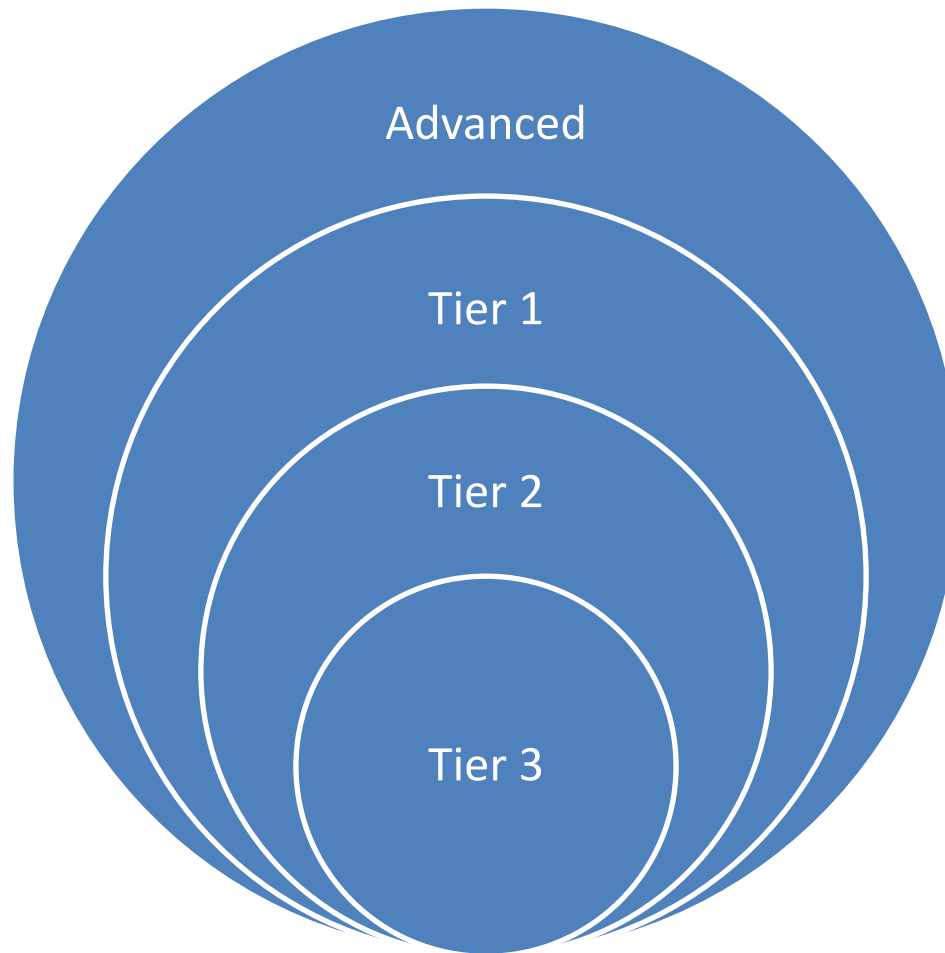
# Today's Objectives

- Compare your school's data to overall project data through ISIP summary report
- Discuss instructional implications based on ISIP data
- Establish grade level and school-wide spring benchmark goals
- Provide guidance for looking at growth of sub-skills
- Provide guidance for intervention group and individual student planning

# Student Continuous Improvement Cycle



# MCCS: Prioritizing Instruction



# Project Growth

## K-6<sup>th</sup> Grade

### Fall to Winter

# Project Growth Comparisons

MSRP Project Comparison *Growth*  
*K-6<sup>th</sup> Grade*  
 Fall to Winter

	Fall	Winter	Notes
Project	I 33%	I 27% (-6)	
Overall	S 23%	S 22% (-1)	
Growth	B 37%	B 45% (+8)	
	A 6%	A 6% ( 0 )	



	Fall	Winter	Notes
Overall	I %	I % ( )	
Growth for	S %	S % ( )	
Your School	B %	B % ( )	
	A %	A % ( )	

How does your school-wide growth compare to the project growth?

# Discussion Questions

- How does your school-wide growth from fall to winter compare to the overall project growth?
- Project school-wide goals for spring.

# Project Summary Report

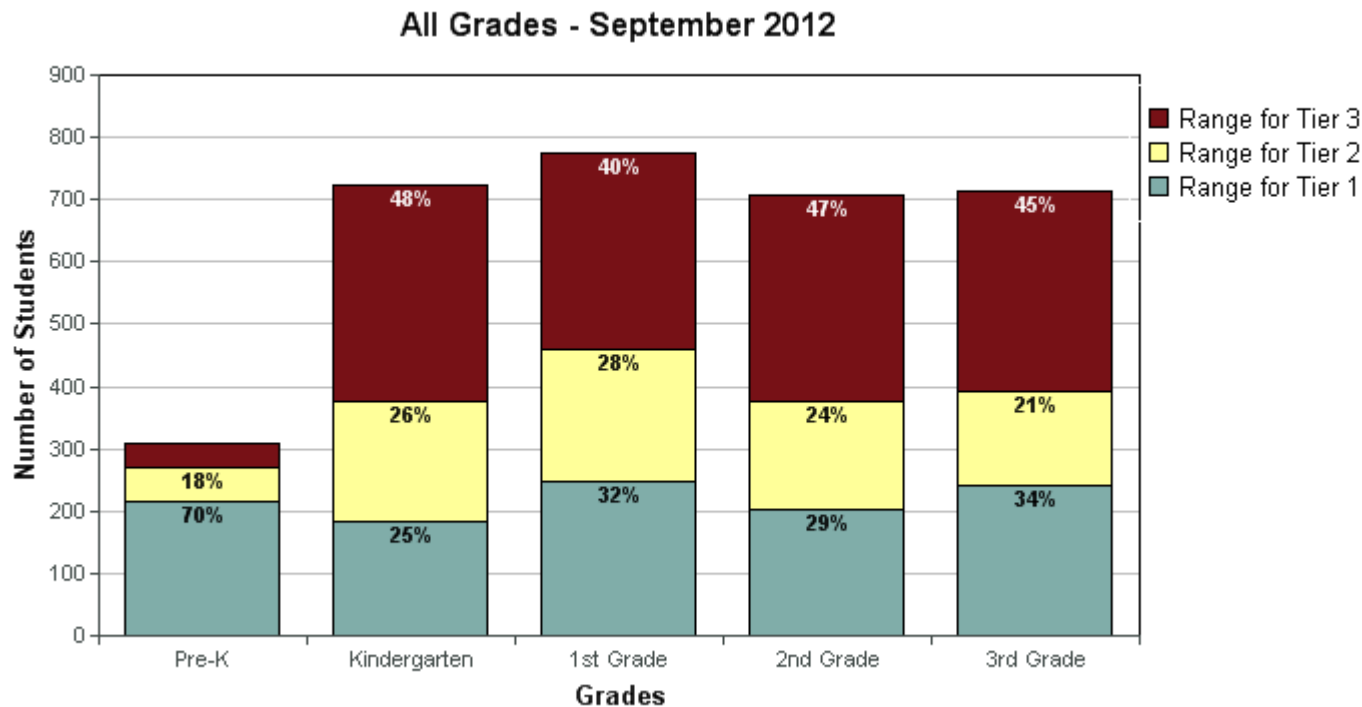
## Grade Level Comparisons



# MSRP Project Comparisons

## September Summary Report

### Early Reading: Grades Pre-K-3



# MSRP Project Comparisons

## September Summary Report

### Advanced Reading: Grades 4-10

#### Summary

[? Help with Summary](#)

ISIP™ Advanced Reading results  
for **Striving Readers**

at Montana Opi – 2012 / 2013 School Year

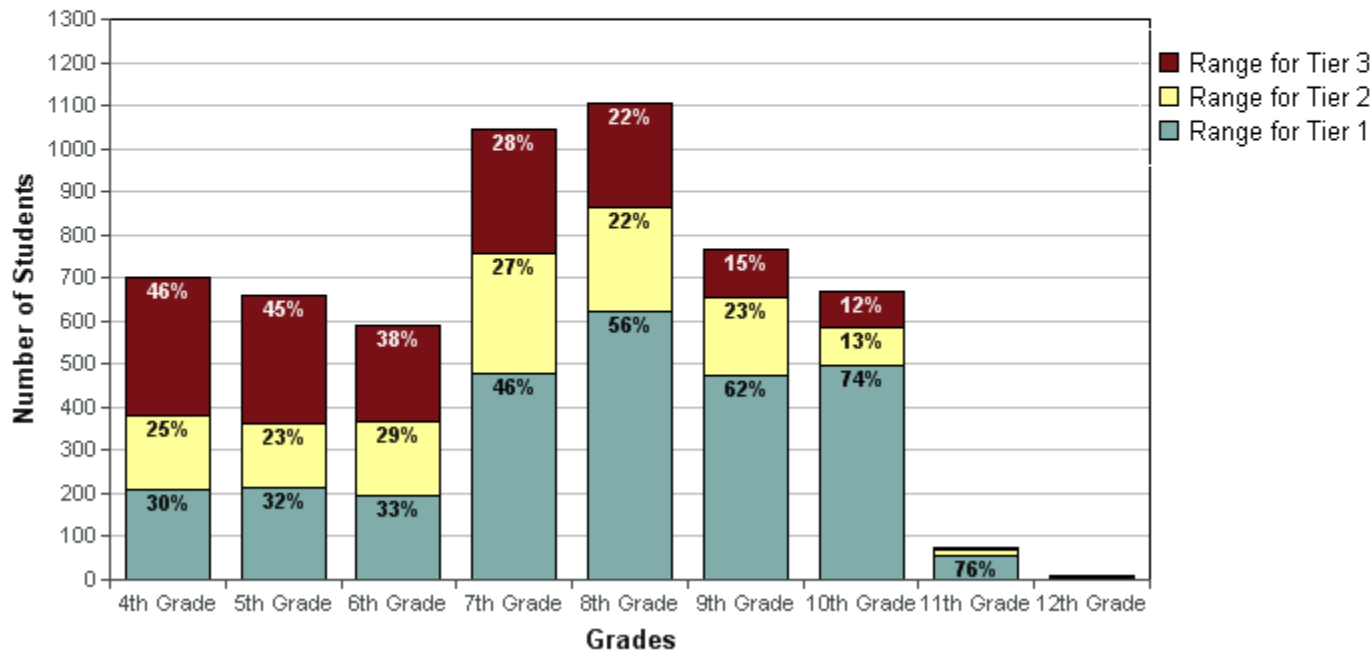
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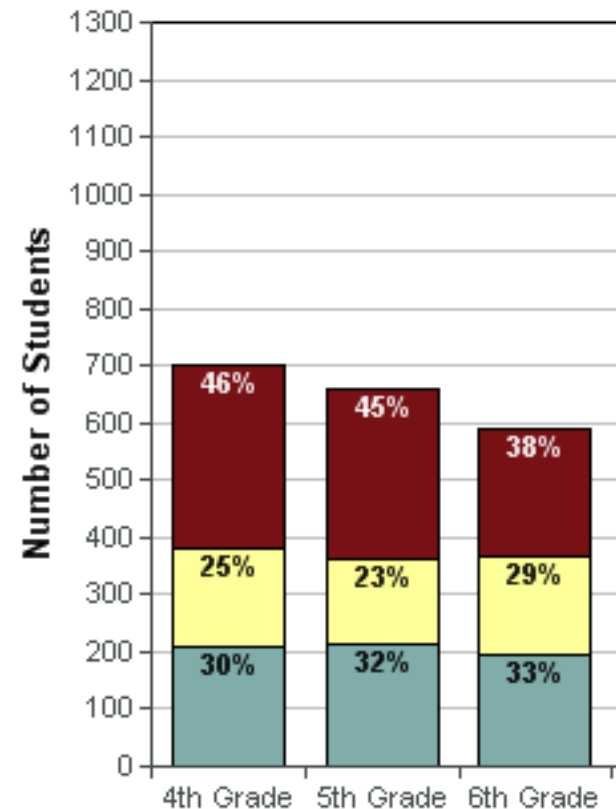
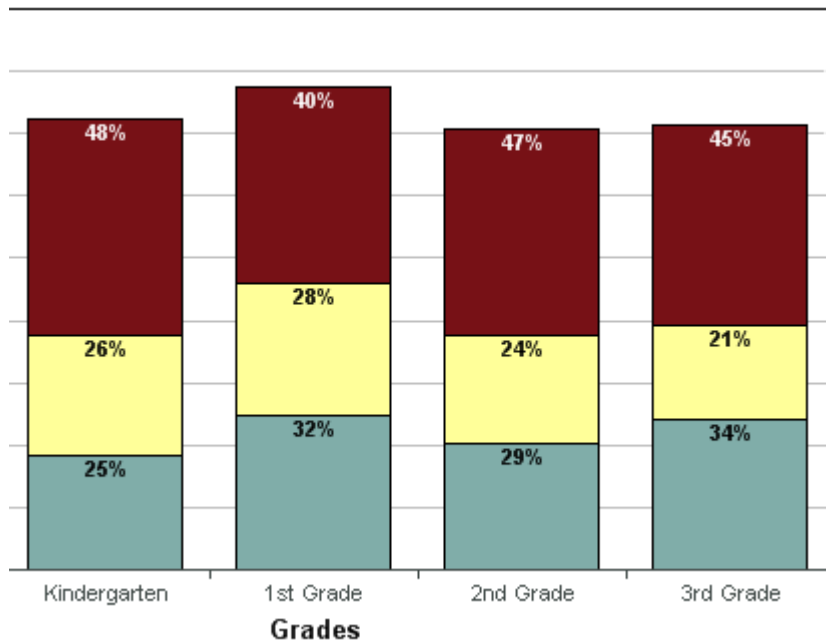
All Grades - September 2012



# MSRP Project Comparisons

## September Summary Report

### Grades K-6



# MSRP Project Comparisons

## January Summary Report

### Early Reading: Grades Pre-K-3

#### Summary

ISIP™ Early Reading results  
for **Striving Readers**

at Montana Opi – 2012 / 2013 School Year

[Help with Summary](#)

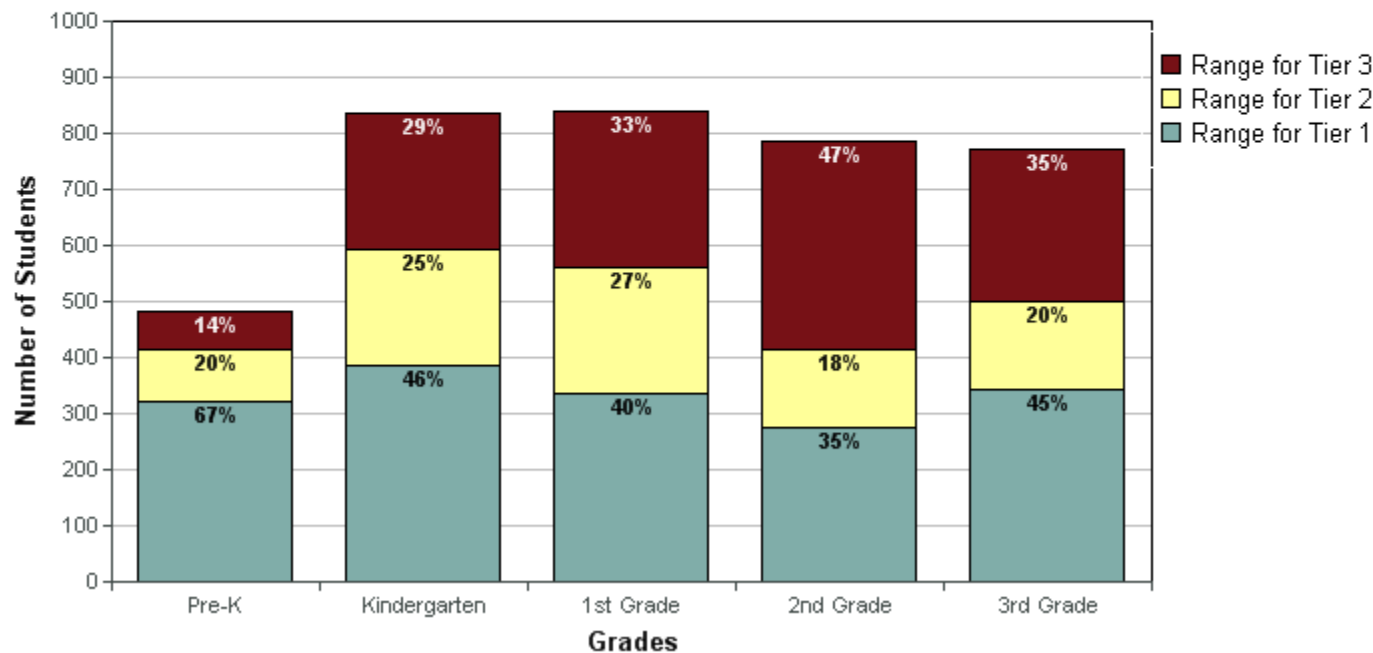
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All Grades - January 2013



# MSRP Project Comparisons

## January Summary Report

### Advanced Reading: Grades 4-10

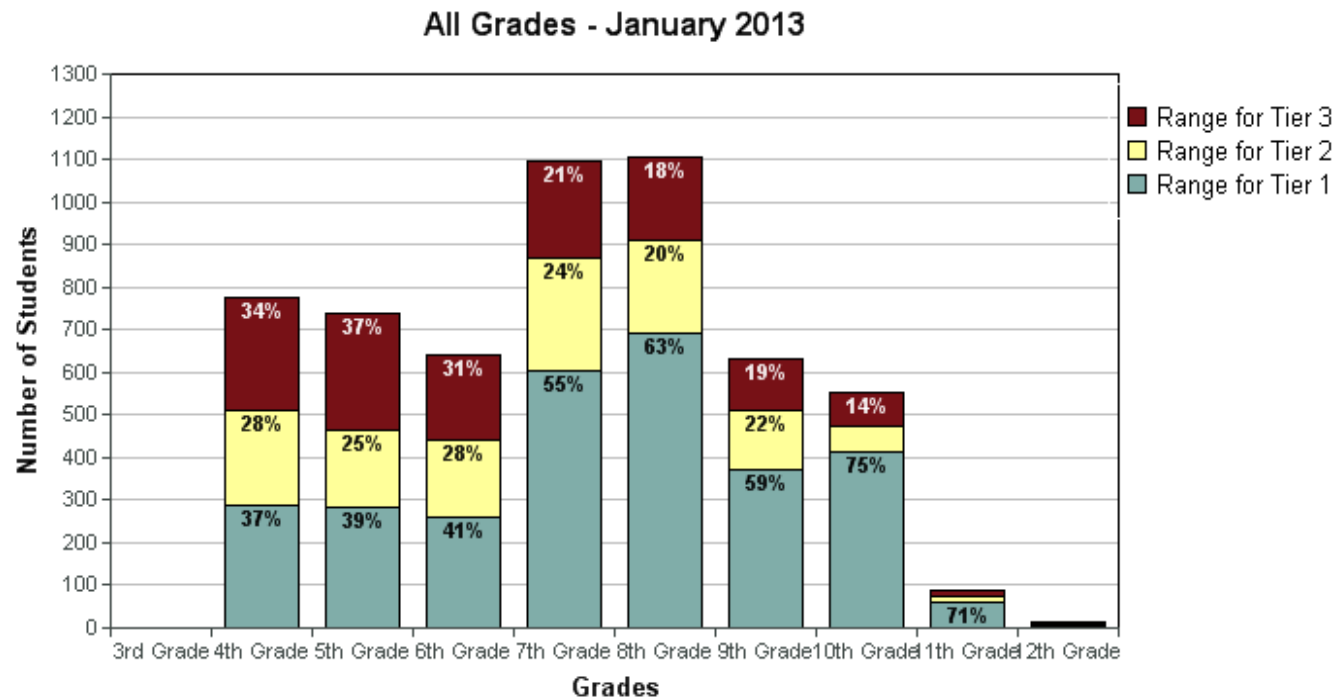
#### Summary

ISIP™ Advanced Reading results  
for **Striving Readers**

at Montana Opi – 2012 / 2013 School Year

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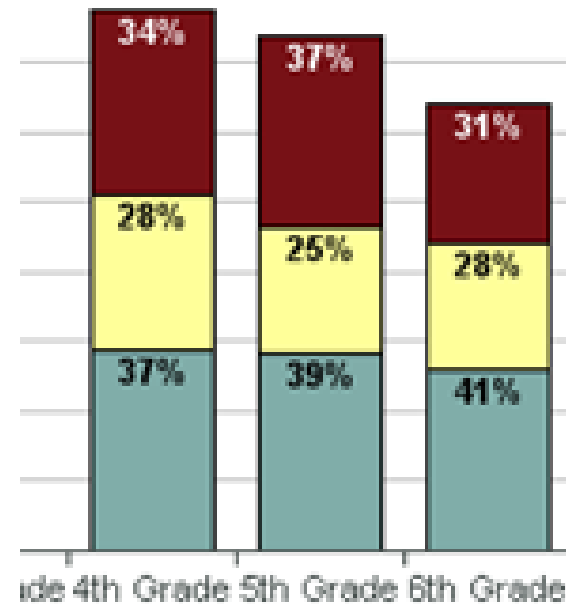
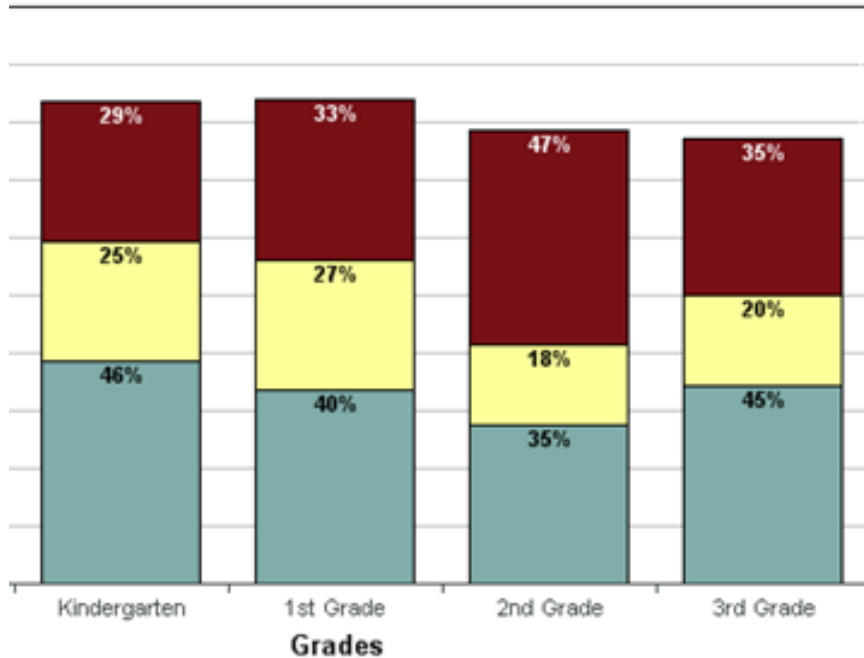
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# MSRP Project Comparisons

## January Summary Report

### Grades K-6



# MSRP 2012-2013

## Grades K-6

### Fall (September) to Winter (January) Project Growth by Grade Level

#### Kindergarten

	Fall/Sept	Winter/Jan	Notes
MSRP Project Overall	I 48% S 26% B 25%	I 29% (-19) S 25% (-1) B 46% (+21)	

#### 1<sup>st</sup> Grade

	Fall/Sept	Winter/Jan	Notes
MSRP Project Overall	I 40% S 28% B 32%	I 33% (-7) S 27% (-1) B 40% (+8)	

#### 2<sup>nd</sup> Grade

	Fall/Sept	Winter/Jan	Notes
MSRP Project Overall	I 47% S 24% B 29%	I 47% (0) S 18% (-6) B 35% (+6)	

### 3<sup>rd</sup> Grade

	Fall/Sept	Winter/Jan	Notes
MSRP Project	I 45%	I 35% (-10)	
Overall	S 21%	S 20% (-1)	
	B 34%	B 45% (+11)	

### 4<sup>th</sup> Grade

	Fall/Sept	Winter/Jan	Notes
MSRP Project	I 46%	I 34% (-12)	
Overall	S 25%	S 28% (+3)	
	B 30%	B 37% (+7)	

### 5<sup>th</sup> Grade

	Fall/Sept	Winter/Jan	Notes
MSRP Project	I 45%	I 37% (-8)	
Overall	S 23%	S 25% (+2)	
	B 32%	B 39% (+7)	

### 6<sup>th</sup> Grade

	Fall/Sept	Winter/Jan	Notes
MSRP Project	I 38%	I 31% (-7)	
Overall	S 29%	S 28% (-1)	
	B 33%	B 41% (+8)	



# Project Grade Growth Discussion Questions

- What trends do you see for each grade level?
- Did you assess all of your students at each grade level during the benchmark window?
  - If not, talk about why you didn't and discuss the implications for this data.
  - If yes, is your data reflected in this report?
- How do the overall ISIP scores compare to the new overall project scores from the external evaluation?

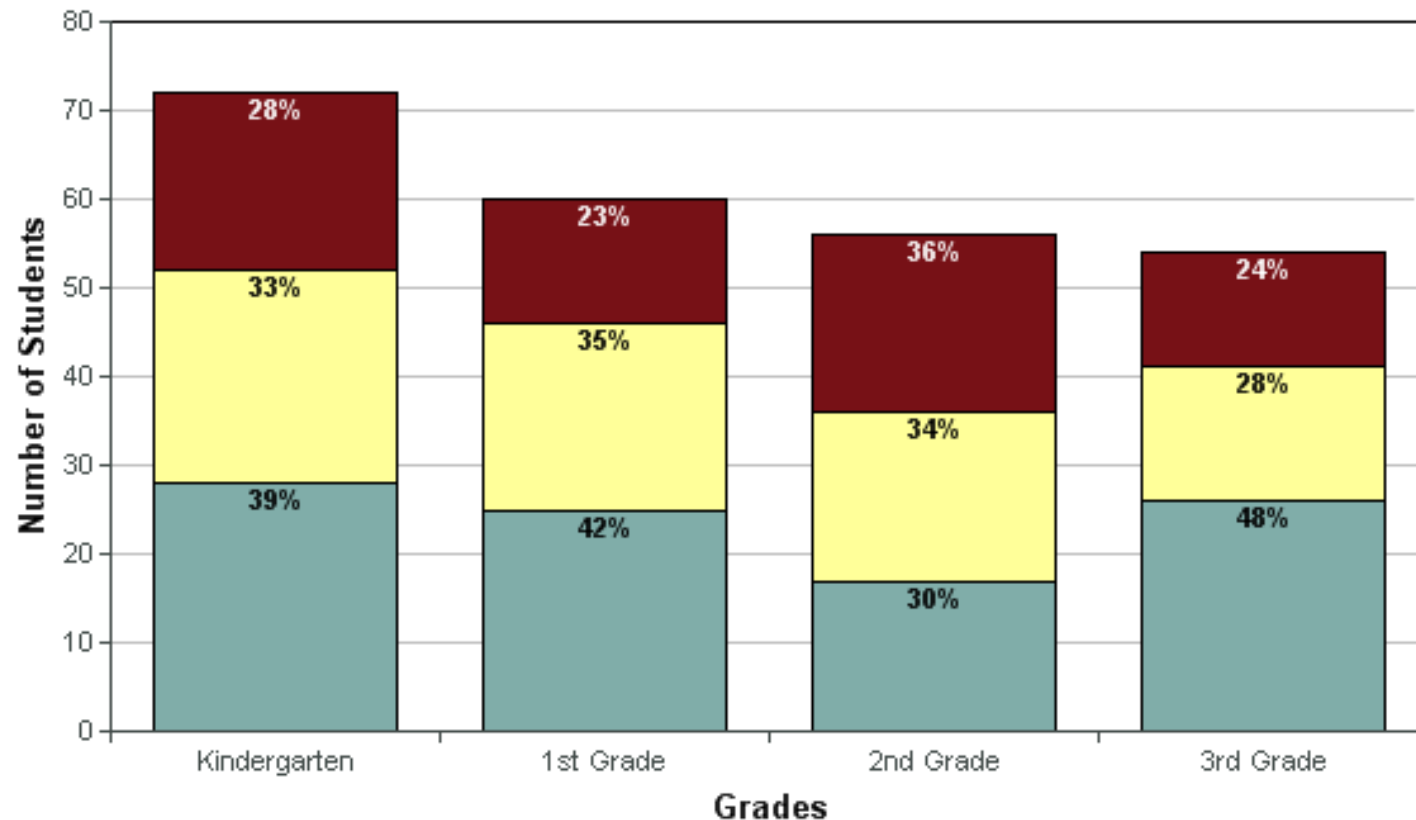
# Project Summary Report

## Grade Level Comparisons

# ABC School

## September Summary Report

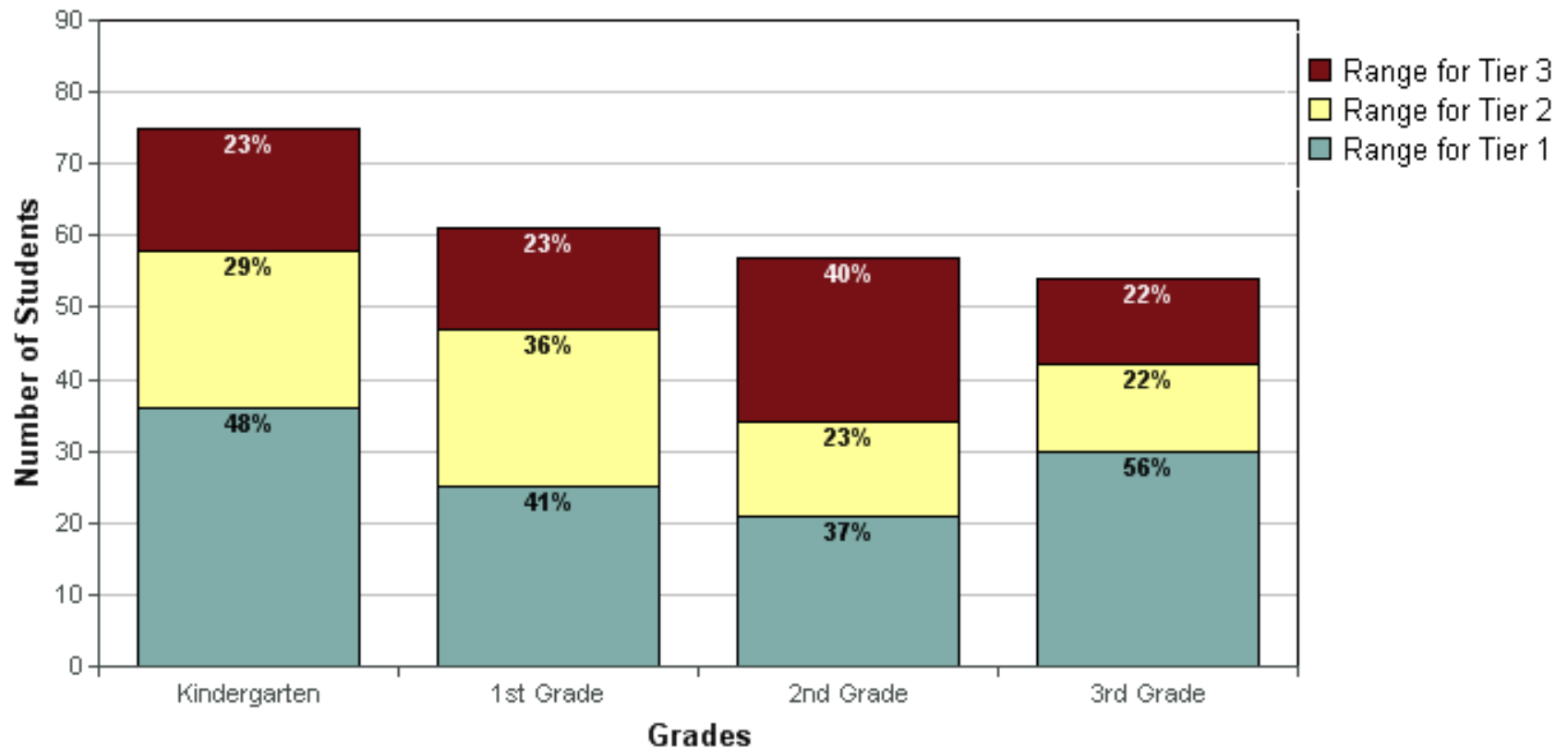
All Grades - September 2012



# ABC School

## January Summary Report

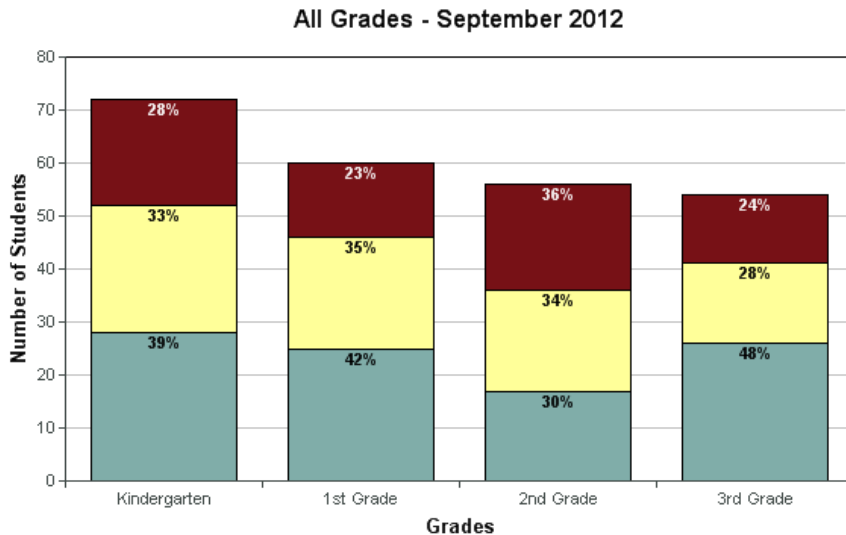
All Grades - January 2013



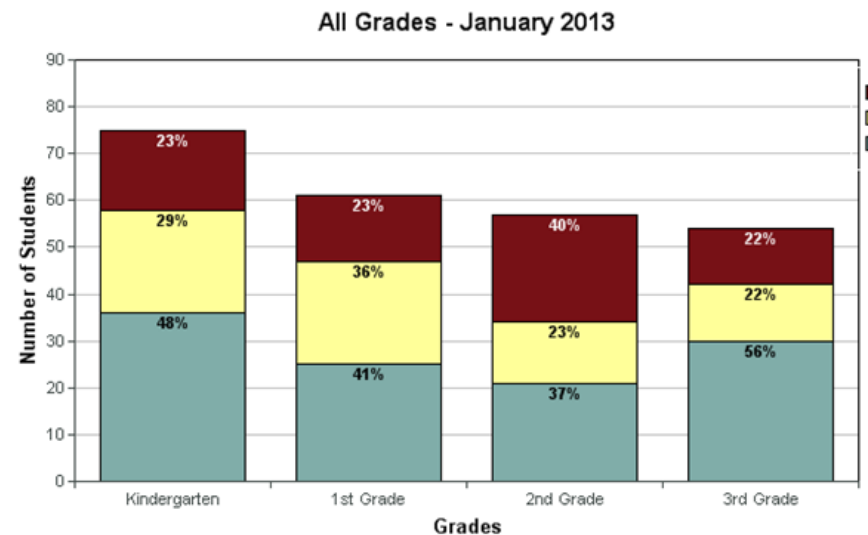
# ABC School

## Growth from Fall to Winter

September



January



+9

-1

+7

+8

How does your growth compare to the project?

# MSRP 2012-2013

Fall (September) to Winter (January) Growth by Grade Level

Grade     

	Fall/Sept	Winter/Jan	Notes
MSRP Project	I %	I % ( )	
Overall	S %	S % ( )	
	B %	B % ( )	

Grade     

	Fall/Sept	Winter/Jan	Notes
MSRP Project	I %	I % ( )	
Overall	S %	S % ( )	
	B %	B % ( )	

Grade     

	Fall/Sept	Winter/Jan	Notes
MSRP Project	I %	I % ( )	
Overall	S %	S % ( )	
	B %	B % ( )	

Grade     

	Fall/Sept	Winter/Jan	Notes
MSRP Project	I %	I % ( )	
Overall	S %	S % ( )	
	B %	B % ( )	

# Discussion Questions

- Compare project grade level growth to each grade level for your school.
  - Are there grade levels in which growth was not as robust as others?
    - Discuss possible reasons why.
  - Discuss implications for instruction.
  - Begin discussing goals for spring for each grade level.
- \*\*Grade Level Teachers will need to be a part of these discussions on-site.**

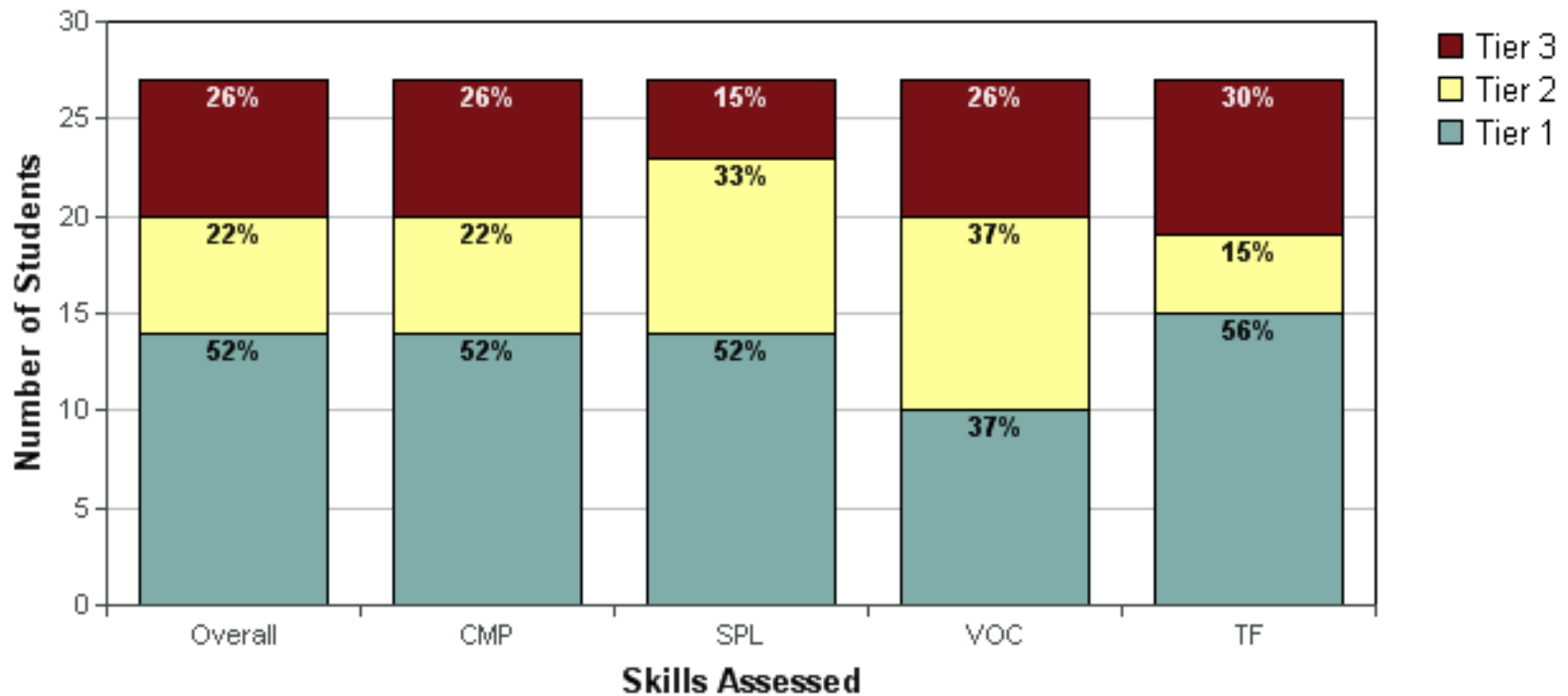
# Sub-skill Comparisons by Grade Level



# ABC School

## Grade Level Summary Report

6th Grade - January 2013



# Sub-skills

LK - Letter Knowledge

PA - Phonemic Awareness

AD - Alphabet Decoding

CMP - Comprehension

VOC - Vocabulary

SPL - Spelling/Word Analysis

TF - Text Fluency *(Not Included in Overall score)*

ABC School  
Goal Setting Worksheet Grades 4-6  
January 2013

Grade 5<sup>th</sup>

	Fall	Winter	Spring Goals
<b>Overall</b>	I 14% S 26% B 60%	I 12% (-2) S 15% (-11) B 74% (+14)	I 9 % S 11 % B 80 %
Comprehension	I 17% S 31% B 51%	I 15% (-2) S 29% (-2) B 56% (+5)	I 12 % S 27 % B 61 %
Word Analysis	I 20% S 23% B 57%	I 21% (+1) S 12% (-11) B 68% (+11)	I 18 % S 9 % B 73 %
Vocabulary	I 17% S 14% B 69%	I 12% (-5) S 15% (+1) B 74% (+5)	I 7 % S 12 % B 81 %
Text Fluency	I 17% S 14% B 69%	I 15% (-2) S 12% (-2) B 74% (+5)	I % S % B %

*Overall Instructional Recommendations:*

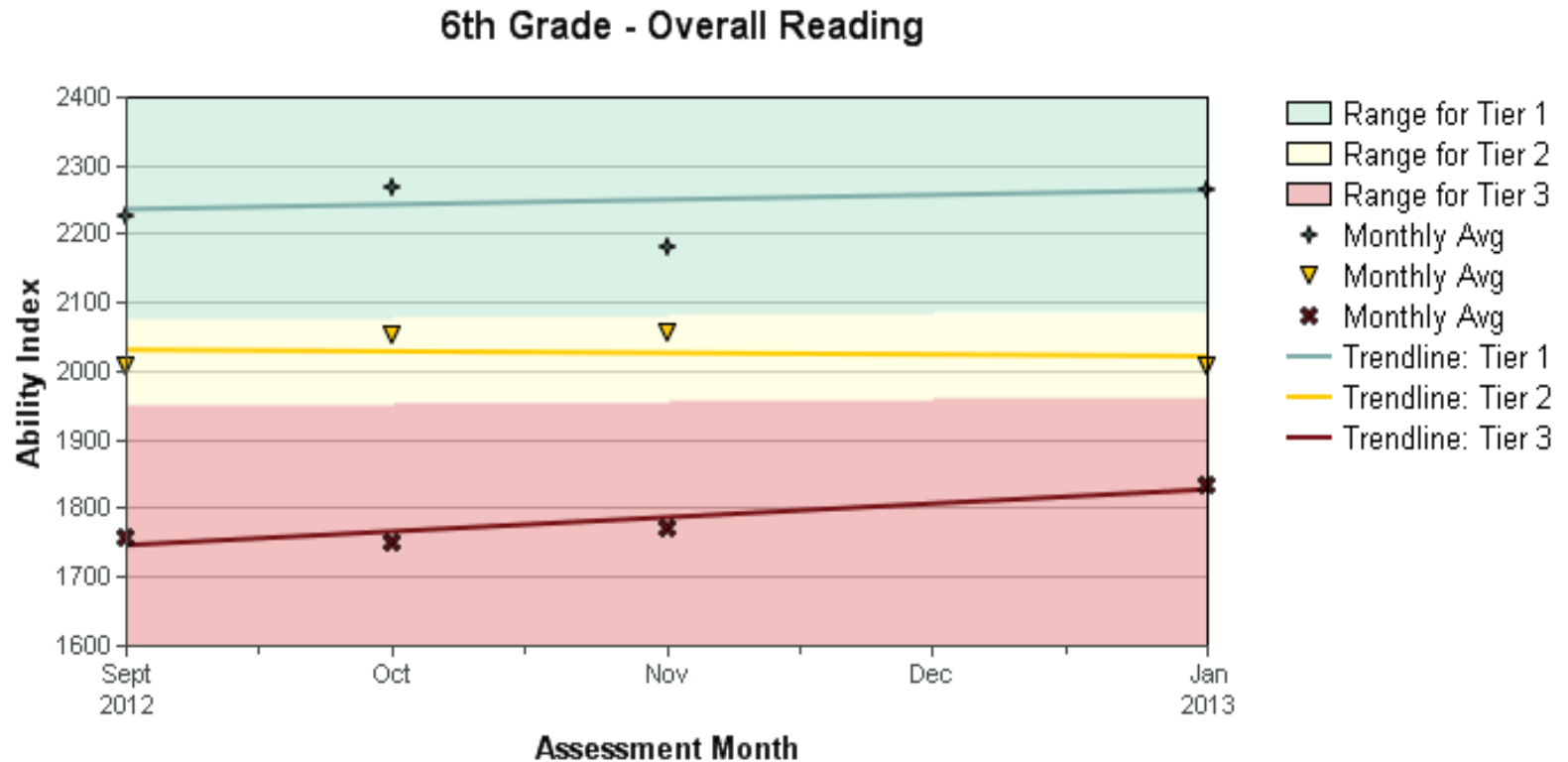
- Target comprehension instruction for all 5<sup>th</sup> grade teachers (Core Source Book Chapter Study: Read Ch. 14 and 15, choose three strategies to implement and discuss together).
- Word Analysis for Students with Intensive Needs- Provide more explicit instruction and guided practice during intervention time. Use words from the story for the week that contain the sound spelling patterns students are struggling with. Utilize diagnostic test to determine sound spelling errors specific to student needs.

# Discussion Questions

- Which skills did you see good gains from fall to winter? Why?
- Which skills did not produce positive gains from fall to winter? Why?
- What are your professional development needs based on this data?
- What are the instructional implications based on this data?

# Skill Growth Comparisons

# Skill Growth by Tier Report



# ABC School Example Intervention Plan

Skill Growth by Tiers



Intervention Grouping Recommendations	Students in Group	Instructional Focus	Progress Monitoring Plan	Instructor/Time/Days
Low Intensive	Tom, Sara, <u>Keeley</u> , Eric, and McCoy	Word Analysis Comprehension	2 X's/ <u>mo</u>	Mrs. Smith 1:00-2:00 M-F
High Intensive/Low Strategic	Abby, Dawson, Madison, <u>Rian</u> , Michael, Josh, and Katy	Word Analysis Comprehension Vocabulary	2 X's/ <u>mo</u>	Mr. Wald 1:00-2:00 M-F
Strategic	Chris, Samantha, Vincent, Burt, Jessie, Caitlin, and Nate	Word Analysis Comprehension Vocabulary	1 X/ <u>mo</u>	Mrs. Smith 10:30-11:00 M-F



# Intervention Planning Template



## Skill Growth by Tiers

Intervention Grouping Recommendations	Students in Group	Instructional Focus	Progress Monitoring Plan	Instructor/Time/Days
Low Intensive				
High Intensive/Low Strategic				
Strategic				





# Goal Setting By Group

- Are students placed in intervention groups appropriately?
- How often are students with strategic needs being progress monitored?
- How often are students with intensive needs being progress monitored?
- Discuss current intervention groups. Does anything need to change?

# Goal Setting for Individual Students

- Drill down to the individual student level.
- May need to administer a diagnostic test.
- Identify priorities for instruction during interventions for students with strategic and intensive needs.
- How are you utilizing progress monitoring information to guide instruction?

# Istation's Expected Gains

## PreK-8<sup>th</sup> Grade Expected Gains

	½ Year (December to May)	Full Year
Expected Gains	6-8 points	12-14 points
Accelerated Gains	>9 points	>15 points

\*Points are based on the Instruction Tier Goals for ISIP

\*\*Based on a nationally representative study of the norms.

\*\*\*These point ranges are subject to change based on new norms.

# Other Suggestions

- Look at individual teacher data. Both summary reports and skill growth by tier reports.
  - Teachers should identify spring goals for their class
- For those groups with strategic and intensive needs review group growth by tier and individual growth by tier every 4-6 weeks and use that information to guide instruction
  - Strategic=PM 2 x's/mo
  - Intensive=PM 2-4 x's/mo

# Spring Assessment Window

- **ALL** students Pre-K through 10<sup>th</sup> grade must be assessed during this window
- May 6-24, 2013

# 2013-2014 Benchmark Assessment Windows

- Fall
  - September 9-September 28, 2013
- Winter
  - January 6-January 24, 2014
- Spring
  - May 5-May 23, 2014